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ABSTRACT

The addition of a bilingual component enhanced the progress of "The Somerton Story." A Prominent part of the instructional program in migrant education, this component was initiated with 60 kindergarten children during the 1970-71 school year. These 60 children remained in the program as a grade was added each following year. Written by the teachers presently in the bilingual program, this report discusses what is being done in Somerton today. The kindergarten through fourth grade teachers discuss: (1) the value of bilingual/bicultural education; (2) advantages and disadvantages for their respective grade levels; (3) what they do that might be different from regular classrooms; (4) special programs and features; and (5) recommendations that they would have for others considering a similar program. (NQ)

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THE SOMERTON STORY, PART V

BILINGUAL EDUCATION IN CONJUNCTION WITH A MIGRANT-CHILD DEMONSTRATION PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared by:

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Somerton School District No. 11
Somerton, Arizona

Summer, 1975

RC 008 916

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AS AMENDED BY P.L. 89-750

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TABLE OF CONTENTS

	Page
Letter from the Superintendent	v
Welcome, Once Again	1
Bilingual Kindergarten	7
Bilingual First Grade	9
Bilingual Second Grade	12
Bilingual Third Grade	14
Bilingual Fourth Grade	17

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-4361

Dear Reader:

"The Somerton Story" – Parts I, II, III, IV" – is a record of the many activities engaged in by teachers, administrators, parents and students in the continuing effort to improve educational opportunities for migrant children. The account reveals four years of steady progress towards accomplishment of the goals.

Part V of "The Somerton Story" enhances that progress with the addition of a bilingual component – a prominent part of the instructional program in migrant education.

I would like to take this opportunity to commend the teachers, administrators, parents and students at Somerton who have shown so much interest and done so much work to make this story possible. Also, for the added effort made in preparing this publication to share their experiences with others.

May "The Somerton Story" serve as an inspiration to other educators to discover new dimensions in providing appropriate educational experiences for our migrant children.

Sincerely,

Mrs. Harold W. Warner
Superintendent

WELCOME, ONCE AGAIN

Four previous issues of "The Somerton Story" have emphasized the efforts of this school district to establish and maintain a successful program for migrant children in the elementary school grades. With a total population of more than 1,200 children in kindergarten through the eighth grade, and with an annual average of more than 500 migrant children, Somerton has been a demonstration project for Title I Migrant, P.L. 89-10, as amended by P.L. 89-750, since 1967. With its location in the extreme southwest corner of Arizona, Somerton is located in a rich agricultural area with its boundaries reaching Mexico to the south and to the west.

Because of this proximity to Mexico and the need in the area for many migrant farm workers, Somerton was and is an obvious place for migrant child education. Just as obvious, however, is the need for bilingual education. More than 80 percent of Somerton's students are Mexican-Americans, with many of these children having Spanish as a native language and many others having Spanish as their only language. Another 60 children come from two Cocopah Indian reservations, and many of these children know two languages, while a few know three languages. The Mexican culture, of course, is a strong factor in the community, along with the Spanish language.

Ironically, the pressure for a bilingual educational program came from Anglo parents, including two members of the local school board in 1969. The concern of these parents was that Somerton is indeed in the midst of a bilingual-bicultural area, and the school program should do all within its power to strengthen the existing life styles and patterns. A definite concern was heard many times that non-Spanish-speaking children should be taught Spanish, and as early as possible.

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Readers will recall that few bilingual programs existed anywhere in 1969. The Somerton staff, however, proceeded to outline what it considered to be the important framework for a bilingual program. Since funds were thought to be necessary to assist the implementation of this new program, the district submitted an application to the U.S. Office of Education for a Title VII grant. At that point, local officials sat back and waited comfortably for the official notification from Washington, D.C. that the dollars would be forthcoming and the program could commence with the beginning of the 1969-70 school year. It wasn't a very long wait until the word was received, but the slight problem at that point was that the application was rejected—totally and completely. Five projects in Arizona were funded for the first time that year, but Somerton was not to be among this charter membership in Title VII pilot projects.

Additional meetings and planning determined that the Title VII route would still be the preferred road to take. No one wanted to jump right into the middle of a relatively unknown and untested curriculum area without some rather solid guidelines, some funds for added personnel and materials, and the built-in comfort of the evaluator and auditor that accompany Title VII grants. It was obvious that more research was required as to what constitutes an acceptable bilingual project for Title VII consideration. That study was undertaken, along with a number of visitations to projects in existence, even though all of them were just getting underway.

Among many other things, a study of Title VII guidelines gives the following definition of a bilingual educational program:

Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.

Characteristics of bilingual educational programs, according to Title VII guidelines, include these:

English is recognized and taught *as a second language* to children whose dominant language is one other than English.

The children's dominant language is recognized and taught *as a first language*; therefore, children normally are introduced to reading and writing in that language as soon as they are ready.

The children are taught one or more academic subjects in their dominant language, at least until they have mastered enough English to enable learning in English.

The children whose dominant language is English are taught the dominant language of the other children.

Provision is made for increasing the instructional use of both languages in the same classroom.

The children are taught the history and cultural heritage which reflect the value systems of speakers of both languages.

With a more solid foundation and with the proper use of official guidelines, Somerton once again completed the extremely lengthy application for a possible grant for the 1970-71 school year. The application called for 60 children in kindergarten to initiate the bilingual program. These 60 children would then remain in the program as first grade was added for the following year, second grade for the third year, and so on, for the five-year period of funding. At the end of five years, the district was to have two bilingual classrooms from kindergarten through the fourth grade—at 60 children per level—300 students would be included. The district had plans of its own to continue adding one grade level each year, through the sixth grade, even though Title VII funding was expected to be phased out after no more than five years.

Upon the preliminary acceptance of Somerton's application, local officials were given a $10,000 planning grant. This was to be used for extensive travel to as many bilingual programs as possible and the writing program, including assistance from co hiring of an evaluator to assist with the te overall evaluation of all aspects of complete writing was accomplished, and ready to begin in the Fall of 1970.

At this point, an explanation is required solved one of the major problems facin anticipating bilingual education. The pro and the solution was basically effecte members themselves, largely because conditions. Several years before any program was seriously considered, most teachers had arrived at the decision that Spanish. More and more children each y directly from Mexico, and the major cu had to be English as a second language development. In addition, being so clos border, most local residents find a knov both useful and practical, whether in breakthrough for the teachers came abo school board voted to reward teache schedule for completed courses in Spani were made with Arizona Western College for evening Spanish classes, and one of S Spanish and English as a Second Langua to teach the evening classes. Having a charge of this program helped tremendou available at all times for assistance; s Spanish tapes for extra assignments or for knew the local style of Spanish, with a its idioms, and its idiosyncrasies. Later, l also fortunate when they found that the would accept Spanish classes for the re certificates, even though the courses were credit instead of the usually required grad

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At this point, an explanation is required of how Somerton solved one of the major problems facing schools that are anticipating bilingual education. The problem is personnel and the solution was basically effected by the faculty members themselves, largely because of the existing conditions. Several years before any type of bilingual program was seriously considered, most of the classroom teachers had arrived at the decision that they had to learn Spanish. More and more children each year were enrolling directly from Mexico, and the major curriculum emphasis had to be English as a second language and oral language development. In addition, being so close to the Mexican border, most local residents find a knowledge of Spanish both useful and practical, whether in school or out. A breakthrough for the teachers came about when the local school board voted to reward teachers on the salary schedule for completed courses in Spanish. Arrangements were made with Arizona Western College to provide credit for evening Spanish classes, and one of Somerton's regular Spanish and English as a Second Language teachers agreed to teach the evening classes. Having a local teacher in charge of this program helped tremendously since she was available at all times for assistance; she could provide Spanish tapes for extra assignments or for absences; and she knew the local style of Spanish, with all of its local color, its idioms, and its idiosyncrasies. Later, local teachers were also fortunate when they found that the State of Arizona would accept Spanish classes for the renewal of teaching certificates, even though the courses were of undergraduate credit instead of the usually required graduate level.

Having teachers available who could teach in a bilingual program and who wanted to be part of this pilot project helped the district to clear a hurdle. Though several of these teachers were already native Spanish speakers, the majority were not; but, because of their course work, they could perform adequately in the classroom at the primary grade levels and they could communicate well with parents. Unless a district is growing rapidly and adding new teachers each year, the personnel problem might be a major obstacle in some areas, especially if the majority of teachers have been evaluated as being at least satisfactory and have been placed on tenure. Somerton officials felt that the preferred choice was to take current staff members into the bilingual project, since these people had received much training through the Title I migrant program and they knew the needs and the concerns of the children and the community. At the same time, recruitment efforts for bilingual teachers were intensified for long-range planning.

Any new program is bound to meet some opposition, from both within and outside the school. The conflict within the school developed to a small degree when the bilingual staff members appeared to be receiving more benefits than other teachers. More aide assistance was evident, more materials were available, and the Title VII personnel were paid for a two-week pre-school workshop. Like most internal problems, improved communication was the answer. Everyone on the staff had to be informed about the tremendous amount of paperwork required for the Title VII project, including much testing and daily record-keeping for all children. Extra aide assistance was required for this. Additional materials were demanded since publications in Spanish were obviously required for a bilingual program. Other teachers were invited to the pre-school workshops so that they might know better what the program included, as well as having the opportunity to receive some good training from outside consultants. With a new grade level being added each year, all teachers who were qualified and/or interested were
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were qualified and/or interested were welcomed to join the Title VII project. Thus, the initial objections were short-lived, at least from the faculty and staff.

Objections from parents and the community were neither short-lived nor easily solved, but communication helped as much as anything to minimize the problems. As indicated previously, support from the Anglo parents was strong and constant. Some Mexican-American parents felt that their children should learn English at school and nothing else. They were not convinced that instruction in Spanish, initially, would be of long-range benefit to their children. Other Mexican-American parents had refused to teach their children Spanish at home, and they did not want the school doing this either. Some parents felt that learning in two languages would slow up the entire class, and the students would fall behind other classes. Some parents, along with some members of the Parent Advisory Committee, felt that Mexican-American teachers were

required for a better presentation of the language and the culture of Mexico. A few members of the community, without children in school, were sure that the district had gone completely off the deep end by allowing teachers to use Spanish in the classrooms, regardless of the reasons.

Solutions were never totally complete, nor are they today. The program has withstood the problems and continues to grow stronger each year as new classrooms are added. Several events have also helped, from a national, state, and local viewpoint. From the Federal level, the U.S. Supreme Court's Lau decision from San Francisco helped to underscore the need for, and necessity of, bilingual education for all children in need of this special assistance. This decision and the resultant publicity from it have convinced many people that bilingual programs are here to stay and should not be thought of as being "experimental." At the State level, Arizona's Legislature helped bilingual education with some funding, some guidelines, and

technical assistance from the Arizona Education. Though the funding is not supplement what a local district is conjunction with other State funds and The State also requires parental permission can be placed in a bilingual or Special Eng this means that parents have a decision their child should go into this program classroom. Locally, having parents make t regarding a bilingual program has helped, reputation for what has been accompli communication between parents and teach awareness that the bilingual emphasis is va

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technical assistance from the Arizona Department of Education. Though the funding is not large, it helps to supplement what a local district is able to do in conjunction with other State funds and Federal programs. The State also requires parental permission before any child can be placed in a bilingual or Special English program, and this means that parents have a decision to make whether their child should go into this program or into a regular classroom. Locally, having parents make the initial decision regarding a bilingual program has helped, along with a good reputation for what has been accomplished, some good communication between parents and teachers, and a general awareness that the bilingual emphasis is valuable.

Although Title VII funding was assured for five years, the district phased out this element of its project at the end of four years, in the Spring of 1974. After four years, everyone was agreed that the program was here to stay, that the district would soon have to support most of it anyway, and that certain Title VII guidelines and practices had become meaningless and wasteful of everyone's time and energy along with the funds involved. Although the fifth year application had been written, submitted, and approved, the school board, following the recommendations of the Parent Advisory Committee and the staff, voted to withdraw from Title VII participation at the end of the 1973-74 school year. The motion to this effect included the major point that the bilingual program was to continue and to expand as planned, but with State and local funds, and in cooperation with the district's demonstration program for migrant-child education.

In the beginning, Title VII funds were extremely important for the consultants, the evaluator, and the auditor, who all helped to create the project. Travel money was important so that other projects could be visited for new ideas. One of the basic components was evaluation, and the complete testing program was essential so that results could be

weighed and compared. But after three or four years of these activities, the district had formed its project, test results were predictable, and some State assistance had come along to help the effort. The restrictive part of Title VII included the inflexibility in some areas. Specifically, since the project was a pilot program, the same students had to stay with their respective groups each year, as much as possible. This continuity was required for valid testing, as in any pilot program, but it failed to consider the well-being of the individual child. There were some children who should have been retained at perhaps the first or second grade level because of extreme immaturity, emotional concerns, or other problems. In addition, the teachers' daily schedule was rigid. From one year to the next, the capable teachers in the program felt the need to shift an emphasis or to spend more time in some areas than others. This could not be done since it again would upset the pilot atmosphere of the program. For these reasons, the district broke with its Title VII commitment, thankful for everything that it had received for four y on its own from the beginning of the 19

What is being done in Somerton in today? The following pages were writ are in the bilingual program. The c kindergarten and first through four teachers involved responded to questio bilingual-bicultural education, adv respective grade levels, disadvantages, might be different from regular programs and features, and recomm would have for others considering Obviously, staff members change assig year, conditions vary, and approaches to fit the particular needs of individua best way to learn what is being done visit here. Readers can be assured th always open. The written narratives foll

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What is being done in Somerton in bilingual education today? The following pages were written by teachers who are in the bilingual program. The contributions include kindergarten and first through fourth grades. The ten teachers involved responded to questions about the value of bilingual-bicultural education, advantages for their respective grade levels, disadvantages, what they do that might be different from regular classrooms, special programs and features, and recommendations that they would have for others considering a similar program. Obviously, staff members change assignments from year to year, conditions vary, and approaches and techniques bend to fit the particular needs of individual students. Thus, the best way to learn what is being done in this district is a visit here. Readers can be assured that the invitation is always open. The written narratives follow.

BILINGUAL KINDERGARTEN

by Mrs. Lydia Swengel and
Mrs. Rebecca Limas

As kindergarten teachers, we like the bilingual-bicultural programs very much. They give the children a sense of belonging, since they can communicate in their own language with the teachers and aides. The children learn to appreciate the cultures of the children in the class by exposure to units or lessons on many different cultures. There is no feeling of antagonism between the two major cultural groups because we try to impress upon the children that everybody is equal. Our students play and work together without any name calling.

It is very interesting and rewarding to see and hear the children trying to communicate with each other in the two languages. Anglo children and Indian children express their feelings and ideas with non-English speakers in Spanish, and Spanish-speaking children do the same in English.

The school day in kindergarten is too short to do everything that we feel should be done to prepare our students for first grade. At the present time, the morning kindergarten class, with both of us teaching, is the basic bilingual program. We have two aides to help us with the 60 children enrolled. We have only one class in the afternoon, but it is similar to the morning schedule. We are not sure how many parents enroll their children in the morning class because of convenience or because that is the established bilingual program.

One of our problems is with Spanish-speaking parents who want their children to learn English in a hurry. They feel that their children know Spanish sufficiently well and that only English should be taught in the classroom. Another vital concern to us and to parents is child may move to another school bilingual program. Our concern is that been taught Spanish reading, for examp into another school system. For this enroll children who are not likely to b district in the near future.

At the beginning of the year, we use mo directions to get the children accusto environment so that they will be happi exposure to school. As the year progr children according to their communicat and then we teach at the leve comprehension. In this way, we feel t any of his capabilities being neglected. their own rate, but Spanish tends to tak as the year goes on, partly because of the child to learn English. Howeve Spanish in the classroom for the Englis to enhance the culture of the Mexican-A

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be taught in the classroom. Another vital concern to us and to parents is that the individual child may move to another school system without a bilingual program. Our concern is that the child who has been taught Spanish reading, for example, will not fit easily into another school system. For this reason, we try to enroll children who are not likely to be moving out of the district in the near future.

At the beginning of the year, we use more Spanish in giving directions to get the children accustomed to the school environment so that they will be happier during their first exposure to school. As the year progresses, we divide the children according to their communication skills in English, and then we teach at the level of the child's comprehension. In this way, we feel that at no time are any of his capabilities being neglected. Children progress at their own rate, but Spanish tends to take a secondary place as the year goes on, partly because of parental concern for the child to learn English. However, we still provide Spanish in the classroom for the English-speaking child and to enhance the culture of the Mexican-American child.

We use the aural-oral approach to teaching English as a second language and Spanish as a second language. Small language groups are utilized to meet individual needs, along with visuals in both languages to improve comprehension. Many songs, finger plays, and physical activities in both languages help to enhance any child's self-image. Many and varied activities provide all children the opportunity to express themselves in their own language as well as the second language.

Like most teachers, we would feel better with smaller class enrollments. We also feel that a stable school population is vital for a program like ours. With many migrant children in Somerton, our program could never be for every child; but many of its strong points can carry over to any program. One of these, especially, is the ability of the teachers and aides to converse with parents in the native language of the home. In our program, teachers and aides have much closer contact with parents, and our parents seem to be more interested in the progress that the child is making, as well as offering assistance. Parents feel as though they are more a part of the school now because we have encouraged them to help their children in the native language. This helps the child and situations with an extra reinforcem teach comprehension in the second

Research of materials available shou and these materials should be exam There should be a large source of the school, particularly those cult beginning of our program, material to locate, but, with the growth of b are becoming more abundant. The is to be sure that the materials fit culture.

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to help their children in the native

language. This helps the child and the teacher in school situations with an extra reinforcement that can be used to teach comprehension in the second language.

Research of materials available should be done beforehand, and these materials should be examined as to adaptability. There should be a large source of materials to be used in the school, particularly those culturally oriented. At the beginning of our program, materials for Spanish were hard to locate, but, with the growth of bilingual education, these are becoming more abundant. The important consideration is to be sure that the materials fit the local language and culture.

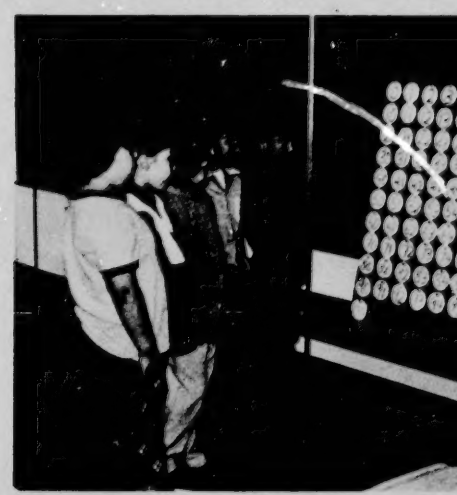
BILINGUAL FIRST GRADE

by Mrs. Marian Bishop and
Mrs. Ann Sullivan

The use of the home language in the primary grades is of great help to both the teacher and the student, due to the child's possibly timid attitude in approaching an unknown element and 30 unknown peers. When the child knows that he can communicate with his teacher and will be accepted as an equal with his classmates, he is more apt to become an ardent learner in whatever field he enters.

The real meaning of a child's bicultural life is a problem to the child and to the parent. As we, of North American culture, sometimes suffer in another culture, so the student of a foreign background suffers when confronted with a food such as bread instead of tortillas. As teachers of bicultural children must, we try to orient the possible. We try to understand the frustration. This can be done by anyor approached by an understanding pers made to feel his importance as an ind society. The complete transition need or even in a year or two. The impor transition to a multicultural society.

At the first grade level, our bilingu bridge from one language and cu kindergarten, the five-year-old has commands related to classroom life



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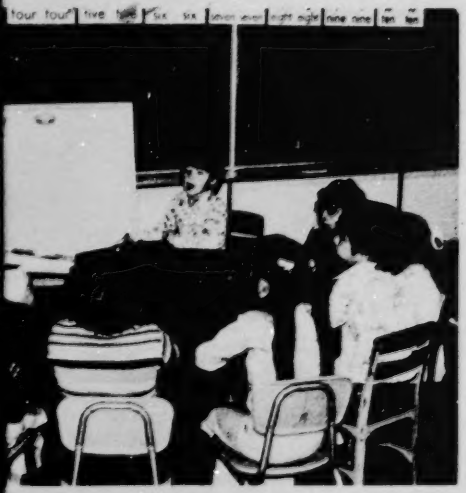
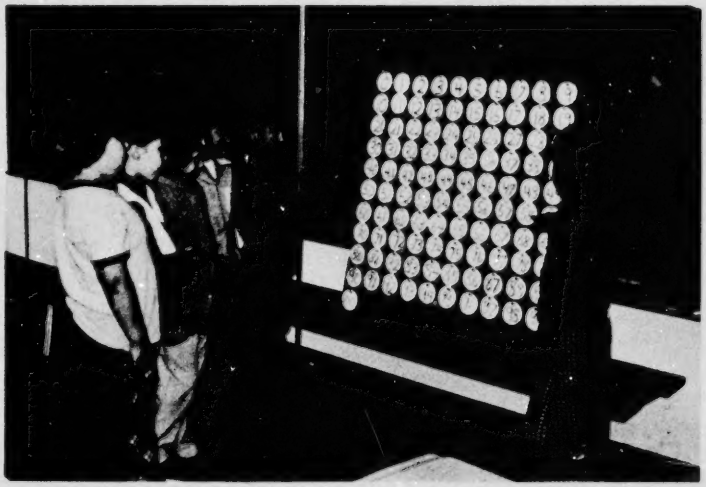
a child's bicultural life is a problem to he parent. As we, of North American uffer in another culture, so the student nd suffers when confronted with a food d of tortillas. As teachers of bicultural children must, we try to orient the child as painlessly as possible. We try to understand the child's confusion and frustration. This can be done by anyone of any culture if it is approached by an understanding person. The child must be made to feel his importance as an individual and his place in society. The complete transition need not be made overnight or even in a year or two. The important goal is a smooth transition to a multicultural society.

At the first grade level, our bilingual classes serve as a bridge from one language and culture to another. In kindergarten, the five-year-old has learned to receive commands related to classroom life, has played with his





friends, used new toys, watched television programs, etc., all in two languages. In the first grade, he must begin his formal education. This means learning how to use his books, tools of the classroom, and the many other steps to learning. Two languages is of the greatest aid in this area for it cuts down on the frustrations of the classroom living. This approach teaches children of both cultures something about the other.

Disadvantages of our bilingual program are similar to those cited elsewhere. We have some parents who want their children educated only in English, and it takes some patient explanations of the long-range goals of a bilingual curriculum to convince these parents that their children will benefit in the end. Some taxpayers who are not close to the school have been heard to say, "Why should they be educated in anything but English?" In addition, the Title VII restrictions built in to the project were much too binding. We feel that having more flexibility now is an improvement.

We proceed in our program as follows:

The first few weeks of the year
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50 percent English and 50 percent S
English as a Second Language (ESL)
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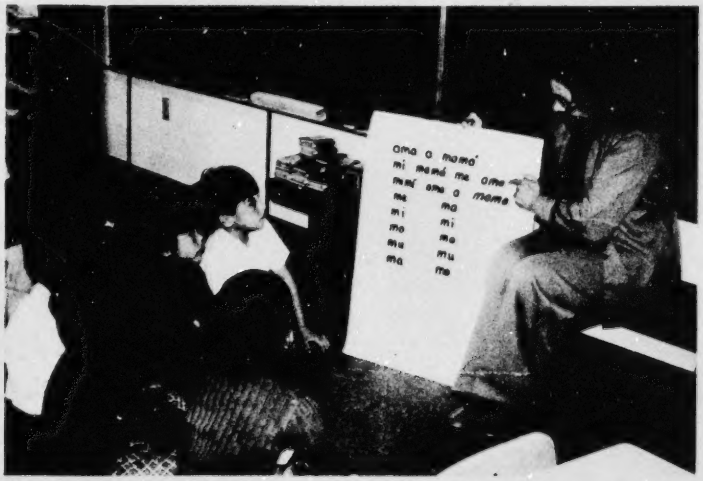

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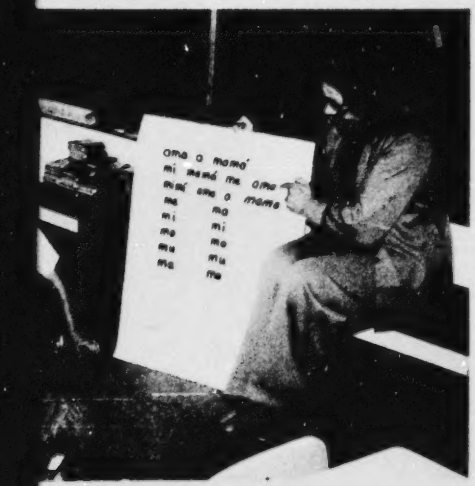
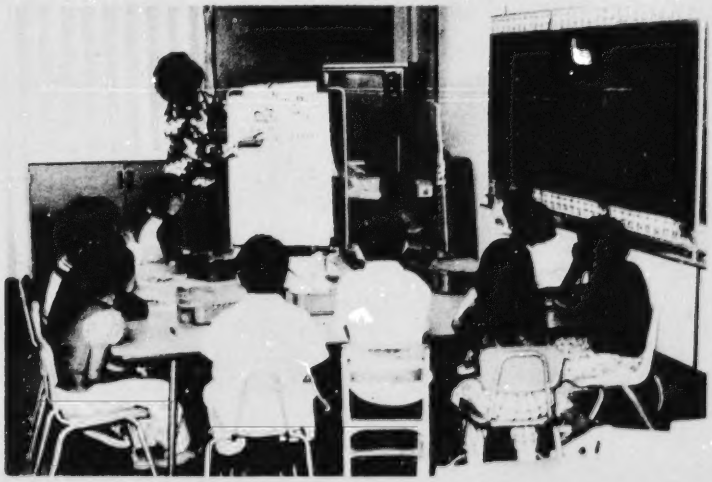
We proceed in our program as follows:

The first few weeks of the year children are tested for language dominance. This usually works out to be a 50 percent English and 50 percent Spanish-dominant group. English as a Second Language (ESL) groups are immediately formed for the Spanish-dominant group; sentence patterns are stressed here. In the ESL groups, patterned English phonics lessons are introduced slowly, as well as reading readiness. The child is allowed to communicate in Spanish when necessary. In January, we begin reading (Benzinger) and Spanish phonics for all students. The Spanish book *Tito* (Economy Company) is used.

Up to this point, we have had English and Spanish filmstrips, television programs, 16mm films, and stories read from library books. Mexican and United States holidays are discussed briefly, for we have discovered that a six-year-old retains little in this realm since his attention span and length of memory are short when concerned with abstract items.





The following items are also a part of our first grade program:

1. A Spanish mathematics book
2. The days of the week in English and Spanish
3. The months of the year in English and Spanish
4. Singing songs in both languages
5. Colors in both languages
6. Foods in both languages

Television programs in both languages and 16mm films in both languages are a part of our curriculum. It helps to have a complete closed-circuit television facility in our district so that all classrooms can receive the many fine programs that we have. This is one example of how our efforts are coordinated with the Title I programs, which have helped us with our television model.

Like most of the bilingual grade-level programs, we have the capacity to team teach, and we choose to do this in an attempt to achieve uniformity in student grouping. Our groups are formed according to languag
a child's ability in a particular language
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perusal.

One recommendation that we would ma
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uniformity in student grouping. Our groups are formed according to language dominance first and a child's ability in a particular language second. We also share classroom libraries with English and Spanish books for casual perusal.

One recommendation that we would make is to give parents a realistic view of any bilingual program. Promises should not be made about how much material in both languages the child will have mastered at the end of one year. Parents should be made to understand that a bilingual program is a cumulative thing, not a series of years in which X amount of items will definitely be covered between September and May of the first grade; the same for the second grade, etc. The child will truly be bilingual only after he has completed an entire series of years in a program, and this might be five or six years. One final note concerns aides. If aide time is insufficient, junior high students can be very valuable as cross-age tutors. Both the older and the younger students benefit from this type of exchange. This theory is not new, but the tutoring in a bilingual program is new for junior high students, and they are excited about the entire program.

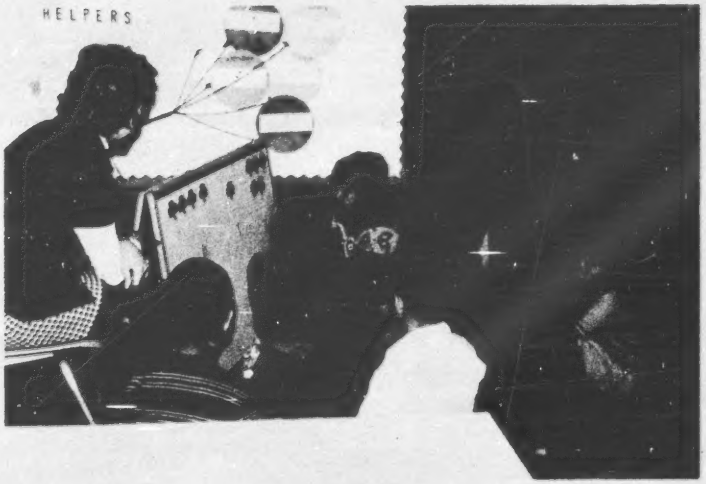
BILINGUAL SECOND GRADE

by Mrs. Roberta Crowder and Mrs. Claudia Mellon

Try to imagine that you are a seven- or an eight-year-old English-speaking child in the second grade of a German school. You are just learning to read—in German, not English. Learning to decode will not be difficult, but did you understand even one word? We believe that a child's first reading experiences should be in his own language.

For the second language, instruction should be in oral language—not reading—until the child's second language includes enough vocabulary and sentence patterning to enable him to comprehend most of what he is asked to read in the second language. Another ir program is awareness and appreciatio well as one's own culture.

One of the biggest advantages with a that a child need not miss out on m areas because he does not speak Englis be found in the fact that although lett the same, the phonics of Spanish r phonics of English reading, and vice process is the same.



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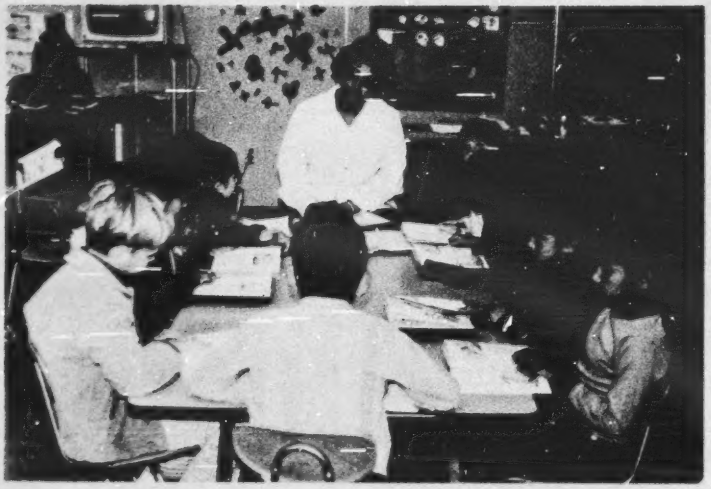
One of the biggest advantages with a bilingual program is that a child need not miss out on math or other subject areas because he does not speak English. A bonus value can be found in the fact that although letter sounds are not all the same, the phonics of Spanish reading reinforce the phonics of English reading, and vice versa, because the process is the same.

The school day is not long enough to cover all that should be taught in the bilingual program. Because of this disadvantage, science and social studies are apt to be slighted at our level.

At our second grade level, we have a team-teaching situation with two teachers and one part-time aide. We have seven English reading groups, six math groups, four Spanish reading groups, and two oral Spanish Teachers and the aide rotate weekly assignments. Daily progress is recorded each group.

Math instruction is completely individual our record keeping is unique and extren discussing a child's progress with his paren



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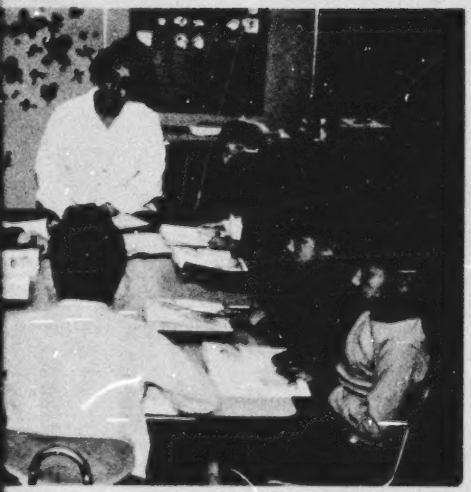
Math instruction is completely individualized. We feel that our record keeping is unique and extremely helpful when discussing a child's progress with his parents.



BILINGUAL THIRD GRADE

by Miss Sylvia Reyes and
Mr. Henry Hernandez

Tacos and hamburgers, chili salsa and French dressing, ham and eggs or papas con chorizo, 16th of September and Fourth of July, Feliz Navidad y Happy New Year .... Dance to Cumbias or to the Twist; sing "Cielito Lindo," "Stardust," or "Home on the Range." Read about and be inspired by Benito Juarez, George Washington, Hidalgo, or Lincoln. And what about The Alamo and the Battle of Chapultepec? Listen to the bright and hearty banterings of children speaking Spanish on the playground during recess and remember that they are the same ones who pledged allegiance to our flag (in English) that same morning. Witness the beam of delight on their faces when these same children demonstrate their ability to read a section in English and then in their own native language. Isn't this the best of all possible worlds?

Let's face it, we might be able to teach these children English, but we can't extinguish their culture or home language. If we are to educate children; that is, the whole child, let's keep him complete. Let's build on his own foundation. We believe that the best results are accomplished by better programs, and a bilingual-bicultural program is a better program.

Perhaps the best way to "kill" a child without burying him is to reject or refuse to accept him as he is. For too many years, our educational system has done this. We have attempted to "educate" children to *one* language, *one* set of values, and *one* mythical cultural way of life. In a bilingual-bicultural program, each child is accepted as he is. He is instructed in his native language and is made to feel at home. His own culture is enhanced, not rejected. He is made to feel pride in being what h with more confidence to venture out of all possible worlds—a multicultural

By third grade, most of the children program in earlier grades are able fluently as English. There is no dupl as far as subject matter is concer progress at almost a 50-50 pace; that and 50 percent Spanish. However, m more fluent in Spanish so that Englis extensive vocabulary has been accumu In some cases, there may be two or for one object, and at least one mor are also able to study Mexican cust Spanish and their American counte much varied, enriching atmosphere environment.

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By third grade, most of the children who have been in the program in earlier grades are able to read Spanish as fluently as English. There is no duplication in instructions as far as subject matter is concerned. We are able to progress at almost a 50-50 pace; that is, 50 percent English and 50 percent Spanish. However, most of the children are more fluent in Spanish so that English is stressed more. An extensive vocabulary has been accumulated by our students. In some cases, there may be two or three words in Spanish for one object, and at least one more word in English. We are also able to study Mexican customs and traditions in Spanish and their American counterparts in English. A much varied, enriching atmosphere is produced with this environment.

In the area of science, for example, we study plants and give them their names in both English and Spanish. We will have a unit in English, then another one in Spanish. Each complements the other. Another great advantage is the fact that parents can help the child with homework, especially the portion that is being done in their home language. Also, the parents tend to relate more with the school. They have more opportunities to contribute of their culture.

Among the disadvantages of our program would be the lack of time to do everything that we feel should be done. Though the student turnover is relatively small, it is still difficult to place those new children moving into the

program to replace those who have moved away. Lack of adequate bilingual material is another disadvantage. Most of the material used is more suitable for other Spanish-speaking areas. In terms of culture, lesson plans have to be created by the teacher.

Our third grade program is ongoing in the sense that we overlap in the language and cultural aspects. For instance, in the area of math, we start by naming the numbers, first in English and then in Spanish. We do not do this in the sense that this is "Spanish math" or "English math." We proceed with computation which in itself is monolingual, but when we use terms or do word problems, we again follow the order of English first, then Spanish. In this way, one's, ten's, and hundred's become unidades, decenas, and centenas.

As for culture, an example would be in studying a brief history of our country. We trace the discovery of the American continent to the First Americans. These include

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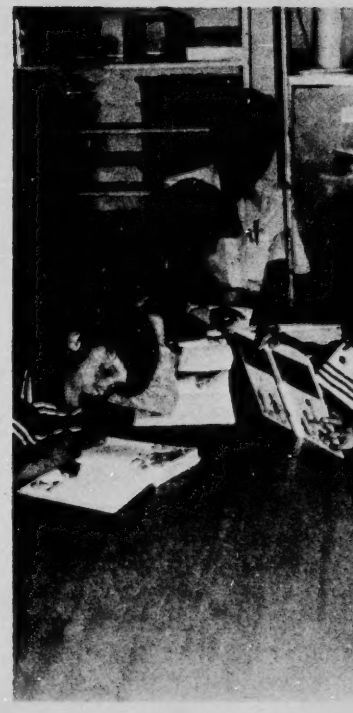

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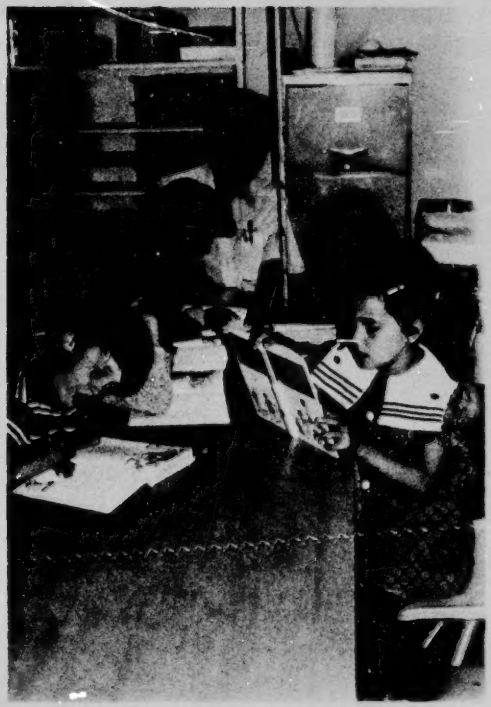
the people of both Mexico and the United States. We study the Aztecas and Mayas in Spanish and the five major geographical areas populated by Indians in the United States in English. We stage a fiesta for the 16th of September, in Spanish. Then we pay tribute to the Pilgrims at Thanksgiving time, in English.



We also have a "Spanish-speaking" time for one hour per day; this is when only Spanish is spoken. As mentioned earlier, the rest of the day stresses English for communication.

Our reading program is the only one having a clear division of English and Spanish. We have ability groupings, and each child reads out of a different book. Some students are better able to read in one or the other language so that it is possible for a student to be in a lower English reading group and a higher Spanish group.

At this level, there is a transition in writing from manuscript to cursive. Again, English instruction is given; then we include Spanish letter symbols so that students will be able to pronounce each letter in both English and Spanish.

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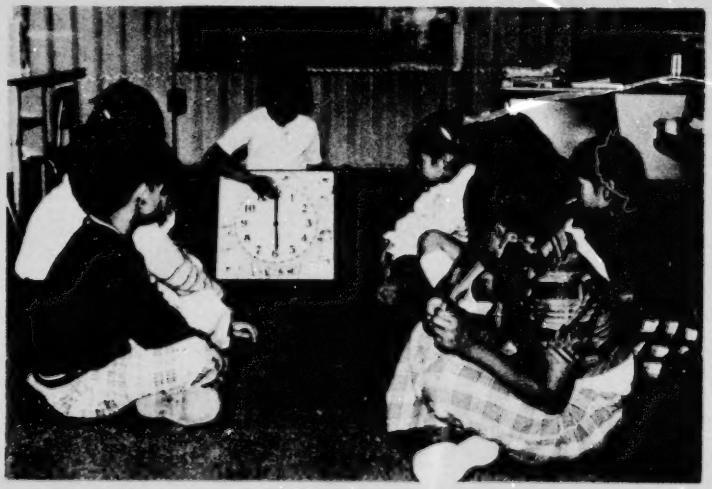
Language is basically taught in English, particularly grammar and usage. But punctuation can be treated bilingually. Most punctuation rules are the same for both languages, and again lessons are presented first in English, then Spanish. In studying about the First Americans, we learn songs not only in Spanish and English but also in Navajo and Mayan. We have also been writing poetry in Spanish and English.

Our recommendations include a good look at the school population. In our area, Spanish is the basic language, and we obviously see a need for bilingual education. Another obvious recommendation is to select the very best, qualified teachers possible. Finally, a well informed, active association of parents or concerned lay people could have a tremendous input for a program like this, particularly in the area of culture.



BILINGUAL FOURTH GRADE

by Mrs. Beula Heath and
Mrs. Peggy Grade

We feel that the value of a bilingual-bicultural program has three definite strengths. First, through a bilingual-bicultural program, a child can become proficient in two languages as well as developing a pride in his first language and culture. This type of program can help to bridge the gap that often exists between various nationalities. And third, this program can help the child to accept himself as a part of a minority group and to accept the group as being worthwhile in every sense of the word. Though Mexican-American children are in the majority in our community, they might not always face this same situation. We want to prepare them as best we can to face whatever the world might hold in store for them, whether that part of the world m
San Francisco, New York, Paris, or where

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them, whether that part of the world might be Somerton, San Francisco, New York, Paris, or wherever.

At the fourth grade level, we feel that our program has definite advantages in several ways. Each child has the basics for reading in two languages. The child has the definite advantage of being able to select what he feels is good from two cultures, and he has developed a pride in his heritage, along with enthusiasm for discovering more.

Some of the disadvantages include the fact that we have been in this program for one year only, and we have the

first group of children who started five years ago in kindergarten. By way of contrast, kindergarten teachers are now teaching their fifth group of children in a bilingual program. We feel that some of the children in our class should have been retained at an earlier level, but we understand that Title VII officials frowned on this because of the pilot nature of the project and the necessary validity of test results over a five-year period. Some of the students do not have the maturity needed for advanced work. We have tried to emphasize some very strong reading programs, especially in English, since some parents have asked us to try to raise the English reading level.

Within our program, we feel a definite strength is being able to speak Spanish to those parents who do not speak English. Because of this, we have an excellent rapport with parents and are welcomed into the homes of all of our students.

Within the classroom, when a ch
Spanish, he is generally answered in
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Within the classroom, when a child asks a question in Spanish, he is generally answered in the same language. The fact that he is speaking Spanish is not brought to his attention.

Our text for science is printed in Spanish. It is used mostly as a basis for discussion. Both languages are used in the discussion, with the child using the one with which he is more comfortable. In testing, answers in either language are acceptable.

Social studies is also taught with a book printed in Spanish as its base, and we follow a similar procedure here.

Reading in English is being taught through an English as a Second Language approach, with vocabulary being taught orally before a story is read. Stress is placed on pronunciation

and meanings of words. Mastery of one unit is achieved for each child before he goes on to another unit.

Children learn folk dances from Mexico and the United States for presentation at the Christmas program. They also learn to play traditional American songs as part of a rhythm band.

Among the special programs, approaches, techniques, and features of our program, we offer the following:

1. We use an oral approach to reading and strive for mastery of one selection before moving to something new.

2. Books, films, music, dances, and creative drama are used as aids in teaching both languages and cultures.

3. A team-teaching situation have the assistance of a several hours each day.

4. Listening posts are us especially those who are s need extra practice in pro

5. Correspondence with stu schools helps to add inter the letter writing experien

6. The Systems 80 materi practice and a self-teach aspect to learning basi reading.

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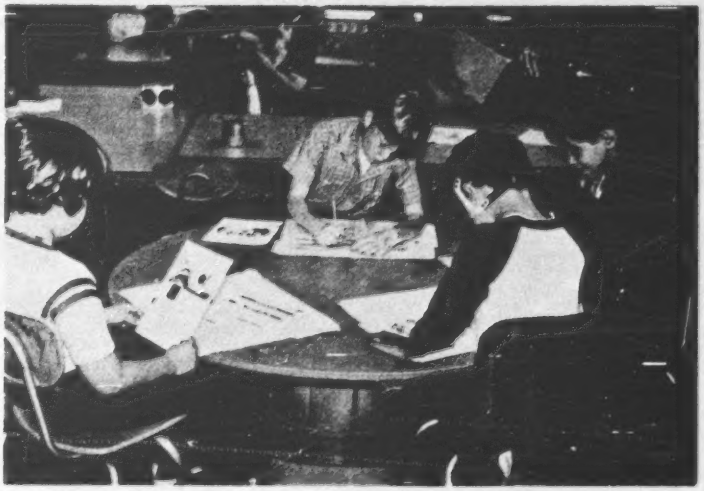
uages and cultures.

3. A team-teaching situation is employed. We have the assistance of a bilingual aide for several hours each day.

4. Listening posts are used for children, especially those who are slow at reading and need extra practice in pronunciation.

5. Correspondence with students from other schools helps to add interest and culture to the letter writing experience.

6. The Systems 80 materials provide extra practice and a self-teaching individualized aspect to learning basics in math and reading.



7. A dictaphone for reading gives students enough enthusiasm to practice reading a few pages to perfection.

8. Use of a stop watch in reading gives students a reason to practice reading the same page enough times to master it.

9. When beating the clock is their goal, they will practice the basic number facts indefinitely.

10. A team-teaching situation, making good use of a bilingual aide, helps to raise the reading levels of all children.

Our recommendations to others considering this type of program are similar to others previously cited. Basic, of course, is the selection of teachers. A t believe in the concept of bilingual make it work. We also feel that one such as ours, *has* to be bilingual. Thou to use Spanish and English equally, th on without this condition, but only in

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Teaching materials need to be assembled that will fulfill the needs of teaching in two languages. Along this same line, of course, teachers need extra time for planning and preparation.

We would hope that career awareness could be stressed more, especially as the children get into the fifth and sixth grades. We also endorse the idea of a parental educational program in conjunction with our project. An alternative would be a monthly newsletter that would keep parents in closer touch with the program.

And that's about the way things are here. No one in our bilingual program feels that we have the best exemplary project to be found anywhere. Though the staff members are pleased with their efforts, they would all agree that improvement at every level is needed. The main point is that a need for bilingual education is apparent, and Somerton has had five years of experience in this area. If this district can be of help to others in learning from our experiences, we welcome the opportunity to assist as we can. As Uvaldo Palomares stated recently in *Thrust–For Education Leadership,*

> Multilingual, multicultural education by definition allows for the impact of tomorrow on today. New languages, cultures, and the flexibility to cope are part and parcel of . . . (this program). What the Chicano needs and is fighting for is an educational system which prepares him for the real world of today and tomorrow. The visionary interpreters of what America needs are calling for the same type of educational conditions.